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## **CRITICAL THINKING - AS A KNOWLEDGE OF KNOWLEDGE AND INDEPENDENT THINKING**

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**Abstract:** The article discusses the fact that the educational process is a key factor in the formation of independent thinking in students, the essence of the content of critical thinking, important elements of critical thinking, the educational process in the formation of critical thinking in primary school students, especially the social sciences

**Keywords:** thinking; social thinking; social critical thinking; elements of critical thinking; The concept of education; educational competence;

### **Introduction**

In today's complex and globalized environment, in order to have a deep understanding of the events taking place in the world, to understand the essence of their content, it is necessary to have a high level of independent thinking. Because it is necessary to have a deep understanding of the realities that are happening around us, to be able to think independently in order to reach the essence of their content.

In his address to the Oliy Majlis and the people, the President of the Republic of Uzbekistan Sh.M.Mirziyoev said that the healthy and harmonious development of the young generation plays a key role in the development of any society, which is why we need comprehensive, modern knowledge to further increase the scale and effectiveness of our reforms. and the need to rely on our young people who are well-versed in their professions, courageous and enterprising, and stressed the need to raise young people to think independently and logically on the basis of modern knowledge and experience, national and universal values[1].

Thinking is a process that takes place in human thinking, it is the product of mental activity, conscious behavior. Independent thinking is one of the main indicators of personal maturity and the educational process is a key factor in the formation of independent thinking in students. Through independent thinking, a person approaches things and events, reality in a creative, logical, critical way and expresses his attitude to it.

The urgency of the issue of educating students to be able to correctly assess the complex geopolitical and ideological processes taking place in the world, to make the right decisions in solving social problems, to formulate specific goals related to finding their place in life. was the basis for the adoption of the "Concept of Science".

The qualification requirements for students of general secondary education in the subject "Education" define the educational competencies of primary school students at the level of A2-standard. The qualification requirements state that the student has "critical thinking" as an educational competence[2].

Critical thinking is a high-level component of the acquisition of knowledge and independent thinking, a mental phenomenon that expands a person's ability to objectively perceive an event, phenomenon, being[3]. By teaching primary school students to think critically, they develop the ability to effectively use the acquired knowledge, to evaluate the events around them, to be responsible and to exchange ideas, to communicate, to listen to the opinions of others, to react to it. As a result, critical thinking strengthens self-confidence in the student, fosters activity and initiative, and respects the opinion of himself and others.

After independence, the issue of forming critical thinking in students in our country has become a topical issue, and a lot of research has been conducted in the field of pedagogy, psychology.

The pedagogical literature describes the following elements of critical thinking:

- critical thinking is independent thinking;
- information is the beginning of critical thinking;
- critical thinking began with asking a question and identifying the problem that needed to be solved;
- critical thinking seeks convincing evidence;
- critical thinking is social thinking.

According to BH Khodjaev, it is possible to think critically at any age: not only students, but even first-graders have life experience and knowledge. Children's thinking skills are further improved as a result of teaching. Even very young children have the ability to think critically and think completely independently. It is precisely because of critical thinking that the usual process of cognition acquires individuality and comprehension, coherence and efficiency.

Theories on the culture of the history of critical thinking and its origins, the views expressed by psychologists and sociologists were analyzed by J. Khudoikulov. According to the author, critical thinking is independent and social thinking. The starting point for such thinking is to find the necessary evidence, to get new information from asking questions and considering the tasks that need to be solved.

Social critical thinking is the design of social reality that includes human interaction with society, a view of social reality and a willingness to redefine the idea of society, as well as social critical thinking is the ability to understand social reality and see a way out of an existing situation to receive.[4]

In critical thinking, ideas and their importance are considered in terms of pluralism and they are compared with other ideas. This highest level of thinking is mental activity, in which special attention is paid to the analysis, comparison, interpretation, application, debate, novelty, problem-solving, or evaluation of the thought process.

It is well known that the outlook, morals and consciousness of primary school age students undergo significant changes in the educational process in grades 1-4 and their

cognitive competencies are significantly enriched. To do this, learning activities require the child to accelerate the development of speech, thinking, attention, memory, imagination and thinking, which creates the basis for the formation of the child's behavior.

The early school age period is understood and described as a period of transition to voluntary and independent behavior. Students experience learning and adapting to active self-management, organizing their activities according to set requirements and goals. The emergence of new forms of behavior during the early school age is directly related to learning activities.

During this period, it can be seen that the mental development of children is normal, the development of thinking in their learning activities. The knowledge, skills and competencies imparted in the educational process within the framework of the basics of science at school are important for the development of children's thinking. In the process of systematic and consistent acquisition of knowledge, as cognition, memory, imagination, imagination grow, the range of materials that stimulate the growth of students' thinking expands, resulting in the development of logical thinking and critical thinking in children.

The development and specificity of thinking of small school-age students in the field of psychology Jean Piaget, L.S.Vigotsky, P.P.Blonsky, N.A.Menchinskaya, G.S.Kostyuk, A.A. It has been studied by foreign scientists such as Lyublinskaya, LV Zankov, RG Natadze, MN Shardakov.

In the primary grades, there is a gradual transition from concrete thinking to abstract thinking in the educational process. Usually 6-7 year olds think about what they see. This is confirmed by research conducted by psychologist Piaget. When Piaget asked 6-7 year olds the amount of water in the containers was equal to each other, the children replied, "The amount of water in the containers is equal." Exactly the same amount of water was poured into containers of different heights in front of the children, and then when asked

which container had the most water, the children said that the amount of water in the thin but tall container was too much[5].

It was only after the children saw the same amount of water in the same containers again that they realized that their answers were wrong. This experience implies the need to develop critical thinking in children. The knowledge imparted in primary education serves for the rapid growth of children's thinking and they develop the ability to abstract[6].

In order to form critical thinking in primary school students, the teacher must be well acquainted with the process of development of the child's thinking and its laws. Without knowing the psychological basis and mechanisms of thought operations, he cannot absorb them into the minds of students.

Contemplation is a higher cognitive process that reflects reality more accurately, completely, and realistically than other cognitive processes. Thinking occurs only under the direct influence of the child's cognitive activity, as well as the social environment, with his general development.

Little school age is a period of rapid and smooth development of the child's body, in which the main factor and the main activity of the child's mental (intellectual) development is educational activity. The intellectual growth of a small school age is characterized by a gradual transition from practical-figurative thinking to abstract-logical thinking. The range of knowledge of the primary school student is much wider and he now has the mind to compare different objects, to know their similarities and differences, to describe things according to their properties. However, it is difficult to draw logical conclusions and express a critical attitude. Students prefer to memorize rules rather than understand them.

One of the main didactic tasks of primary school teachers in the development of students' thinking is to set the standard of demonstration in education. Because the child is interested in nature, different things, not abstract thoughts. That is why the best reading for a child is to see a lot, to observe. The teacher

directs students' attention from the direct perception of things and events around them to the understanding of the laws, the nature of connections, and the knowledge of the development of things and events.

The educational process, especially the social sciences, plays an important role in shaping critical thinking in primary school students.

In accordance with the Concept of the subject "Education" for students of general secondary education, the subjects included in the series "The idea of national independence: basic concepts and principles" are taught in the general secondary education system. The subject of "Education", which combines the disciplines "History of World Religions", began to be taught.

The main purpose of teaching the subject "Education" is to ensure the spiritual development of students in accordance with their age and the formation of active civic competencies. It should also be noted that this science plays an important role in adapting students to social life through comprehensive, physical, mental, spiritual and moral development and teaching them to make the right decisions in various complex situations.

On the basis of a technological approach to the process of teaching the subject "Education" it is possible to raise the development of students' thinking to a new level. The use of innovative technologies in the educational process allows students to master different ways of thinking, logical thinking, reasoning, judging and drawing conclusions, comparing, analyzing.

At present, the widespread use of pedagogical innovations in the educational process is a global trend of global development. At a time when the scale of pedagogical innovations is growing, the process of modernization in the country is developing rapidly, special attention is paid to the systematic introduction of innovations in the field of education.

The content of topics integrated into the textbooks of "Education" in grades 1-4 plays an important role in the formation of critical

thinking in primary school students. The topics help students to master the norms of love for the motherland, humanity, adherence to the rules of social behavior, community behavior, family relationships.

The use of problem-based learning on the topics covered and the activation of thinking operations in students in the educational process, organized on the basis of assignments, teaching independent and critical thinking guarantees the formation of the personality of primary school students and as noted in the concept of "education", in the education of young people to be able to correctly assess the complex geopolitical and ideological processes taking place in the world, to make the right decisions in solving social problems, to form clear goals related to finding their place in life. - It is possible to prevent the breakdown of relations between society, indifference, delinquency, protection from various forms of "popular culture".

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